

Implementing Intensive Vocabulary Instruction for Students At Risk for Reading Disability

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Concerns regarding literacy levels in the United States are long standing. Debates have existed for decades regarding the most effective ways to teach reading, especially the polarizing dilemma of how much to focus on decoding versus code-emphasis and whole language instruction. Fortunately, as a result of concentrated research efforts and analyses of the extant literature on teaching reading, perhaps spurred by these debates, we know more now than we ever have about how to teach basic reading skills. However, there is still much work to be done in order to determine which instructional practices are the most effective ways in which to teach children to read. The need for more research focusing on best instructional practices is exacerbated by the well-documented gap between research. Literacy rates among this nation's students have consistently missed the mark over the years. The 2009 Nation's Report Card shows that 33 percent of students are reading below the basic level of achievement as measured by the National Assessment of Education Progress (NAEP). Likewise, only 33 percent of our nation's fourth graders are achieving at the proficient (25 percent) or advanced (8 percent) levels on the NAEP. Our purpose in this article is to begin to bridge the research-to-practice gap by translating recent research in beginning reading to help teachers to more easily implement effective practices in their classrooms. In particular, our focus is on effective use of vocabulary instruction. Several researchers have begun to examine the important role of vocabulary in beginning reading and to determine the best ways to teach vocabulary to children at risk for reading failure. We begin with an explanation of the role of vocabulary in beginning reading and describe recent intervention research in this area. We conclude with a detailed description of the interventions we used in our research so that teachers may create their own vocabulary lessons that best meet the needs of their students.

THE ROLE OF VOCABULARY IN BEGINNING READING

Research suggests that children who have high comprehension also have well-developed vocabularies (Anderson & Freebody, 1981; Cunningham & Stanovich, 1997; Nagy, 1988; Pressley, 2000; Scarborough, 1998). Although much of this observed relationship is correlational and, thus, cannot be interpreted as suggestive of a causal relationship (e.g., that vocabulary *causes* comprehension), there is some evidence that direct instruction of vocabulary words is causally related to higher levels of reading comprehension (see Beck, Perfetti, & McKeown, 1982). In a groundbreaking study, Beck and her colleagues demonstrated that children who received vocabulary instruction on approximately 100 words over several months achieved significantly higher scores on tests of reading comprehension than children who did not receive vocabulary instruction.

Recent efforts to address the literacy crisis in the United States have focused primarily on developing phonological awareness and reading fluency (Biemiller, 2001). Although recent advances in reading instruction have resulted in far more scientifically based reading interventions focused on phonics and fluency, there is still a lack of attention to early vocabulary instruction (Biemiller & Slonim, 2001; Coyne, Simmons, Kame'enui, & Stoolmiller, 2004; National Institute of Child Health and Human Development, 2000). Certainly, as children develop their emergent literacy skills or are "learning to read," direct and explicit instruction in the alphabetic principle, phonemic awareness, phonics, and fluency are critical components for a solid literacy foundation. However, as children move into the "reading to learn" stage, typically between the third and fourth grades, they require "*both* fluent word recognition skills *and* an average or above-average vocabulary" to facilitate reading comprehension (Biemiller, 2006). Further, although the presence of both fluency and

vocabulary do not guarantee a high level of reading comprehension, “the absence of *either* word recognition or adequate vocabulary ensures a low level of reading comprehension” (Biemiller, 2006, p. 41). Experts agree that acceptable levels of comprehension occur when the reader knows at least 90 to 95 percent of the words in the text (Hirsch, 2003). In fact, many researchers hypothesize that the “fourth-grade slump,” a sharp decline in reading scores that tends to occur between the third and fourth grades, particularly for low-income students, is actually the result of significant deficits in these students’ vocabularies (Chall, Jacobs, & Baldwin, 1990).

Vocabulary Instruction in Beginning Reading

Vocabulary instruction, however, rarely occurs in the early grades (NICHD, 2000) even though many children, especially those from impoverished backgrounds, enter their formal schooling with significant deficits in their vocabulary repertoires (Biemiller, 2001; Coyne et al., 2004; Hart & Risley, 2003; Hirsch, 2003; National Research Council, 1998). Several groups of researchers have been investigating the effects of direct, explicit vocabulary instruction for students at multiple grade levels (Beck & McKeown, 2007; Beck, McKeown, & Omanson, 1987; Coyne et al., 2004; Loftus, Coyne, McCoach, Zipoli, & Pullen, 2010; Pullen, Tuckwiller, Konold, Maynard, & Coyne, 2010). The findings from these studies suggest that rich vocabulary instruction results in greater word learning for children than incidental vocabulary learning and provide clear evidence that vocabulary can be taught effectively.

Shared Storybook Reading and Vocabulary in Beginning Reading

Oral conversation is the primary resource for young children’s acquisition of vocabulary. Over time, however, conversations become less-effective sources for new vocabulary as they typically contain only the most common words (Cunningham & Stanovich, 1988). Likewise, the books that young children read for themselves characteristically contain only words children recognize aurally, offering limited vocabulary-development opportunities.

What, then, is the best source for children to engage in the use of developmentally rich vocabulary? As children have listening and speaking abilities that are better developed than their reading and writing skills, books beyond the child’s own independent reading ability that are read aloud are the best source for vocabulary development (Beck & McKeown, 2007). Books above the child’s reading level are typically more complex and have richer language than those the child can read alone, and opportunities to use language during interactive, rich, dialogic discussion that is part of shared reading activities further contribute to vocabulary acquisition (Senechal, 1997; Whitehurst et al., 1999). Finally, selecting books with appealing pictures and engaging stories will best hold the child’s attention (Coyne et al., 2004).

Beyond book selection, there are other considerations for strong vocabulary instruction. For example, methods that supplement shared reading can enhance vocabulary ac-

quisition. If shared storybook readings are supplemented with direct, child-friendly explanations of vocabulary words (Biemiller, 2004; Elley, 1989), discussions with rich dialogue (Senechal, 1997), and/or repeated readings of the selected books (Elley, 1989; Robbins & Ehri, 1994), and reading in small-group settings (Whitehurst et al., 1994) vocabulary acquisition is more effective. Yet, these techniques do not place new vocabulary words into additional contexts, which is required if vocabulary instruction is to affect reading comprehension (Stahl & Fairbanks, 1986). More recently, researchers have explored providing follow-up activities or review of vocabulary. These strategies require children to interact more actively with the words and in various contexts and add to the vocabulary words acquired (Coyne et al., 2004; Wasik & Bond, 2001), with the goal of promoting depth of vocabulary processing that allows students make connections to the word and process it in new contexts (Stahl & Fairbanks, 1986).

Targeting Vocabulary Words

How, then, does one select appropriate target vocabulary words? Research suggests that well-developed vocabulary programs target words at a variety of levels (Beck, McKeown, & Kucan, 2002; Biemiller, 2001). Beyond that point of agreement, the emphases of researchers differ. For example, some researchers advocate selecting words that are likely unfamiliar to students and that are important to the story (Coyne et al., 2004; Wasik & Bond, 2001), reasoning that the latter requires that children give special attention to those unfamiliar words that are essential to understanding the story. In contrast, Biemiller (2005) suggests targeting words that between 20 percent and 70 percent of students have previously learned, presuming that such words could be learned more quickly, from simple teacher explanations and in grade-level materials. Finally, Beck and colleagues (2002) advise choosing words that students are less likely to learn through grade-level material, words that are more sophisticated synonyms of already-familiar words or concepts. Such breadth of vocabulary knowledge, they reason, improves verbal functioning overall.

The National Reading Panel (NRP) (2000) suggests that both depth and breadth of vocabulary instruction are necessary (NRP, 2000) for strong vocabulary development. This type of rich instruction includes explaining words in child-friendly ways, giving multiple examples and in multiple contexts and requiring students to identify appropriate and inappropriate uses of the word (Beck & McKeown, 2007). McKeown and colleagues (1985) note that, with rich vocabulary instruction, 400 words per year, or 4,000 words from grades 3 through 12, could be added to a child’s vocabulary. Research has shown that even students in kindergarten and first grade can add sophisticated vocabulary to their repertoires and learning word meanings earlier results in accessibility to this vocabulary (Beck & McKeown, 2007), thus, promoting comprehension.

Several activities that provide students with opportunities to use and interact with target words in meaningful ways involve students making connections between target words

and real-world contexts. These activities include recognizing examples and nonexamples of the target words, creating sentences using target words, and relating word meanings to personal experiences. These activities can be implemented within a tiered instructional format.

In a tiered instructional format, all students within a class receive excellent evidence-based instruction with the classroom teacher. This instruction is considered Tier 1 instruction. Students for whom Tier 1 instruction does not produce sufficient learning receive more intensive instruction. This second level of instruction, Tier 2, can be intensified by increasing frequency, duration, or reducing group size. Students who continue to be unresponsive to Tier 2 instruction would receive more intensive instruction called Tier 3 instruction. Our recent work on vocabulary instruction followed the tiered instructional format.

WORK BY PULLEN AND COLLEAGUES ON VOCABULARY INSTRUCTION IN BEGINNING READING

Pullen and colleagues (2010) applied a tiered intervention approach to vocabulary instruction with 224 first-grade students; 98 were identified as at an increased risk for reading failure based on preliminary measures of vocabulary knowledge (i.e., based on entering Peabody picture vocabulary test-4). Students who were identified as at-risk were randomly assigned to a Tier 1 only condition or a Tier 1 plus Tier 2 condition. All students received Tier 1 instruction: General classroom teachers taught unfamiliar vocabulary from grade-appropriate children's books using a whole-class storybook reading approach. Student assigned to the Tier 1 plus Tier 2 received small-group instruction provided by research assistants outside of the general education classroom. Posttest analyses conducted 2 weeks after the intervention indicated significant differences between the at-risk students who received the additional Tier 2 instruction and the at-risk students who received only Tier 1 instruction on both tests of receptive and contextual word knowledge. In a similar study, Loftus, Coyne, and Pullen (2010) also identified students at risk for language and literacy difficulties and applied a tiered approach to reading instruction. In this investigation, participants were 43 kindergarten students. The 20 students who scored in the 30th percentile or below on a pretest measure of vocabulary knowledge became the treatment group and received the second tier, small-group vocabulary intervention in addition to evidence-based whole-class instruction. During second-tier instruction, students received the supplemental instruction on half of the target words that were taught during whole-class instruction. They found that at-risk students had a better knowledge of target words (included in both tiers) on word recognition, context questions, and expressive definitions posttests compared to words only taught during first-tier instruction. After receiving second-tier intervention, posttest scores for at-risk students were more similar to posttest scores of not-at-risk students on the Tier 2 target words.

A third study, Tuckwiller, Pullen, and Coyne (2010), utilized a regression discontinuity design to examine the growth

of students who were identified as at-risk for reading failure based on low receptive language (i.e., 25th percentile or below on the Peabody Picture Vocabulary Test-4). In this design, all students who are below the designated cutoff score receive the treatment intervention. Thus, all students at risk received Tier-1 instruction by the general education teacher, supplemented by small-group Tier 2 instruction. The students in the at-risk group performed better on the vocabulary posttest than was predicted by their entering PPVT-4 score.

TRANSLATING THE RESEARCH INTO PRACTICE STRATEGIES FOR TEACHERS

In this article, our goal is to illustrate research-based vocabulary instruction techniques for children at risk for reading failure. These techniques were used in Pullen et al. (2010), Loftus et al. (2010), and Tuckwiller et al. (2010) published in an earlier issue of *Learning Disabilities Research & Practice* (see also Maynard & Pullen, 2010). These studies demonstrate the effectiveness in improving vocabulary learning for students at risk for reading disability. More specifically, our purpose in this article is to address the elusive research to practice gap to focus on the practical application of earlier research.

Vocabulary Instruction for Young Children: Beyond Shared Storybook Reading

The NRP's review identified few studies that targeted children in preschool through grade 2 for vocabulary instruction (Pullen et al., 2010). As a result, researchers are beginning to explore ways to best teach vocabulary in the primary grades. The activities that we implemented in the studies described were conducted in the context of shared storybook reading. Shared storybook reading provides exposure to rich oral language and vocabulary that is more sophisticated than that of everyday conversation. The classroom teachers conducted the Tier 1 activities in a whole-class setting. Students who were at risk for reading failure based on an entering score on the PPVT-4 received Tier 2 instruction in a small-group setting. In the following sections, we provide brief descriptions of the activities that provided students in Tiers 1 and 2 to interact with the words beyond the shared reading experience. We also provide a full script of a Tier 2 lesson in the appendix.

Example/Nonexample Activity

Example/Nonexample Activity with Pictures

In order to provide connections to vocabulary terms outside of the storybook context, teachers can create activities that focus on both examples and nonexamples of words through the use of pictures and manipulative materials. In either a full-classroom setting or with small groups, teachers direct students to show a "thumbs up," when the picture shows a correct representation of the target word and a "thumbs

down,” when the picture is an incorrect representation. Before beginning the activity, teachers review the definition of the target word. The teacher displays a series of pictures, prompting students for a “thumbs up” or “thumbs down” response. After each picture, the teacher will offer reinforcement for correct responses while describing why the actions in the picture either correctly or incorrectly represent the word’s meaning.

Example/Nonexample Activity with Manipulative Materials

The same activity can be completed using manipulative materials, such as puppets and props, instead of pictures. The teacher uses the puppet to demonstrate both examples and nonexamples of the vocabulary terms. Students will use a “thumbs up” or “thumbs down” to respond, as with the pictures. A script for an example/nonexample is provided in Figure 1.

Let us play a game about our magic word **shore**. I will show you some puppets. If you think the puppet is near the **shore**, or the edge of the water, hold up your “thumbs up” like this. (Teacher demonstrates) If the puppet is not by the **shore**, hold your “thumbs down” like this. (Teacher demonstrates)

Act out the following scenes to the group using puppets and props:

- (1) Puppet 1 (Place the mouse puppet by the shore prop) *Is the mouse near the shore?*
- (2) *If you held your thumbs up like this, you are right! The puppet is near the shore, or the edge of the water. The mouse looked for berries by the shore.*
- (3) Puppet 2 (Make the hare puppet hop on the table) *Does this show an animal near the shore? If you held your thumbs down like this, you are right! This puppet is not by the shore. The hare hopped in the forest looking for something to eat.*

Following the guided puppet activity, students take turns using the puppets to act out the exemplary scenes for the word’s meaning. Before moving to another target word, the teacher will reinforce what the students have learned by asking them to provide the target word and its meaning.

ACTIVITIES TO MAKE CONNECTIONS WITH EVERYDAY EXPERIENCES

Another activity using picture supports helps students generalize the child-friendly definitions of target vocabulary to their everyday experiences. Teachers can implement the activities with either a full class or small groups. Using pictorial representations of the target word, the teacher models the task by describing what is in the picture and relating it to a personal memory, using the target word. Students then take turns using the target word to describe their own personal experiences related to the picture with teacher prompts as necessary. We provide an example in the following script.

Now I am going to ask you some more questions about our magic word **scampers**. I will answer first and then you will each have a turn.

- (1) Picture of puppies that *scamper* (Hold up the picture.) The puppies in this picture are animals that *scamper*, or walk quickly and lightly. This picture reminds me of a puppy in my neighborhood; he *scampers* in his yard all day. (Remove picture) Tell me about an animal you know that *scampers*.

The teacher will ask the students to provide the target word and its definition before moving to another vocabulary term.

Developing sentences with target words is another way for students to interact with the new vocabulary in real-world contexts. After reviewing the definition with the whole class or small group, the teacher models the target word using puppets and props. While modeling, the teacher creates a sentence using the target word that describes the scene created by the manipulative materials. Students then take turns choosing a puppet and generating their own sentences individually. Refer to the following script for an example.

Let us look at a *shore*, or land by the edge of the water. Everyone will have a turn to say something about the animals and the water using our magic word, *shore*.

- (2) Badger puppet and shore prop- My turn first. The badger stands at the *shore* and watches the fish swim. (Model scenario using multiple puppets and sentences) Now it is your turn to say something about the animal and *shore* you have in front of you. (Have each student take a turn making up sentences using the puppet and shore props. Provide prompting as necessary.) Everyone, what is the magic word we have been talking about? (Students respond) What does it mean? (Students respond)

After each student has a turn, the teacher prompts the class to provide her with the target word and its child-friendly definition.

Assessing Student’s Depth of Vocabulary Knowledge

In addition to measuring how many new vocabulary words students learn from direct instruction, it is important to measure how well students learn these words. A theoretical model of vocabulary development proposed by Nagy and Scott (2000) suggests that word learning is incremental. According to this model, a student’s knowledge of any given word meaning develops incrementally from no knowledge, through varying levels of partial knowledge, to more full and complete knowledge. In other words, “knowing a word is not an all-or-nothing proposition” (Beck et al., 2002, p. 9). Students learn words to varying degrees due to differences in exposures to words or differences in instructional approach. It is likely that some encounters with words would have a greater effect on word knowledge than others. For example, a single incidental encounter with a word in a supportive context

TABLE 1
Guidelines for Creating Vocabulary Activities

Step	Brief Guidelines	Example
Select picture book for shared storybook reading	Select books that are rich in vocabulary.	<i>Bear Wants More</i> by Karma Wilson
Select "Magic Words"	Select words that lead students become mature language users. Words should be those that can be connected to what students know, be explained with words students know, and be interesting to children (Beck et al., 2002).	Magic words from <i>Bear Snores On</i> scamper tromp shore wedged
Create a child-friendly explanation of the word to use as you introduce the "magic words"	Use everyday language to explain the words and use only words that children already know in the explanation (Beck et al, 2002)	Scampers means to walk quickly and lightly.
Design activities that allow students to use and interact with the magic words.	Activities may include, for instance, example and non-example games with pictures or manipulative materials (e.g., puppets), activities linking the magic words to everyday experiences.	Relating words to everyday experiences: Hold up a picture of puppies that scamper and say, <i>The puppies in this picture are animals that scamper, or walk quickly and lightly. This picture reminds me of a puppy in my neighborhood; he scampers in his yard all day.</i> (Remove picture) <i>Tell me about an animal you know that scampers.</i>
Design assessments at the receptive, contextual, and expressive levels of word knowledge.	Locate a picture that is an example of each target words along with three distracters for each word for the assessment at the receptive level. Create a contextual scenario for the second level of word knowledge. Expressive level simply requires to provide the meaning of the word. Administer the assessments beginning at the deepest level (expressive language), followed by contextual level, and finally receptive level.	<i>Tell me what the word scampers means.</i> <i>What kind of animal might scamper?</i> <i>Point to scampers.</i> (Show pictures) buffalo caterpillar squirrel lion

should result in more word learning than an encounter of a word in a neutral or misdirective context (Beck, McKeown, & McCaslin, 1983; Stahl, 1991). Similarly, well-designed direct instruction of a word meaning should result in more word learning than incidental exposure (Coyne, McCoach, & Kapp, 2007; Elley, 1989; Penno, Wilkinson, & Moore, 2002).

In keeping with the premise that vocabulary is incremental, we developed an assessment that teachers may use to examine students' depth of word knowledge (Coyne & Pullen, 2007). The assessment examines student word knowledge at three levels: expressive level, contextual level, and receptive level. We used these assessments in each of the three studies (Loftus et al., 2010; Pullen et al., 2010; Tuckwiller et al., 2010). Teachers may use this framework to develop their own assessments to examine the vocabulary growth using words they select to teach as part of their vocabulary curriculum.

Assessing Word Knowledge at the Receptive Level

One of the most basic levels of word knowledge is the receptive level. To test the receptive level of knowledge, the teacher shows the student a page of pictures, modeled after the PPVT, with a picture in each quadrant, one of which illustrates a target words that has been taught, while the other three acted as distracters. The student indicates which picture illustrates the target word. For the word *blustery*, for example, the teacher prompts the student by saying, "Point to *blustery*."

Assessing Word Knowledge at the Contextual Level

Although demonstrating the contextual level of word knowledge is not as difficult as demonstrating the expressive level, it is more difficult than demonstrating receptive-level word knowledge (Coyne & Pullen, 2007). For this level, participants demonstrate contextual word knowledge by responding to contextualized questions about each of the target word. For example, for the target word *slumbering*, teachers may prompt the child as follows, "Where is a place that you would be *slumbering*?"

Assessing Word Knowledge at the Expressive Level

The expressive level represents the deepest level of word knowledge (Coyne & Pullen, 2007). Items on this portion of the assessment simply require that participants define each target word. For example, for the target word *lair*, the student is prompted as follows: "Tell me what the word *lair* means." In addition, the student could be prompted with, "Tell me a sentence using the word *lair*."

CONCLUSION

The intent of this article is to provide the means for teachers to translate specific vocabulary research into useful practice

for their classrooms in a tiered instructional format. The examples provide lessons at the first two tiers of instruction. Our work to date has not increased the intensity of instruction to include Tier 3 lessons, however, it is important to continue this work to determine how to go beyond the first two tiers.

These studies were implemented in two states and multiple schools. In each case, teachers were enthusiastic about the activities and often translated the activities using other storybooks and vocabulary beyond those we selected for the study. It is our hope that these simple, yet powerful methods for encouraging students to use and interact with new words in multiple ways will provide teachers with the impetus to go beyond traditional methods of vocabulary instruction to help children learn words at a deeper level.

In addition to the activity summaries, we provide a brief description of the assessments we used to determine students' word knowledge following the intervention. Few methods for assessing vocabulary are currently available to teachers. We have administered these assessments with hundreds of children with high rates of reliability. Teachers may design their own measures following the format we provide.

Finally, because we hope that teachers will be able to use these strategies in their classrooms, we have included one complete scripted lesson as an appendix to this article. In addition, Table 1 provides guidelines for creating lessons using children's literature to enhance vocabulary instruction.

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APPENDIX: Storybook: *Bear Wants More* by Karma Wilson

Tier 2 Activities

These activities should be conducted in small groups on the same day as the whole-class reading of the book, *Bear Wants More*. Students in Tier 2 will receive Tier 1 with their classmates, and Tier 2 in a small group.

Materials Needed:

Bear Wants More
Small-group area
Picture Supports
Puppets/Props

Day 1

Introduction

(Show students cover of book) Remember when your teacher read this book and talked about some of the magic words that we found in the story? Now we are going to play some more games with a few of our magic words.

During our games, if you think the answer to my question is “yes”, show me your “thumbs up” like this. (Model a “thumbs up” to students.) If you think the answer to my question is no, show me your “thumbs down” like this. (Model a “thumbs down” to students.)

Scampers

One of the words we learned in this story is *scampers*. Everybody say *scampers*. (Students respond.)

Scampers means to walk quickly and lightly. Everyone, say it with me, *scampers* means to walk quickly and lightly. (Students respond.)

Look at this picture from the story. “Mouse *scampers* by with his acorn pail”. The mouse *scampers*, or walks quickly

and lightly, with his acorn pail. What does the mouse do? (Students respond in unison.) Prompt students to answer in a complete sentence. Yes, *scampers*. Say it this way: “Mouse *scampers*, or walks quickly and lightly.”

Scampers Activity 1—Picture Activity Example/Nonexample

Let us play a game about our magic word *scampers*. I will show you some pictures. If you think the picture shows something that *scampers*, or walks quickly and lightly, show me your thumbs up. If the picture does not show something that *scampers*, show me your thumbs down.

Show the following pictures to the group:

- *Picture 1 (mole)* “Does this picture show an animal that *scampers*?”
 - If you held your thumbs up like this, you are right! This picture shows an animal called a mole that *scampers*, or walks quickly and lightly. “The mole *scampers* quickly across the leaves.”
- *Picture 2 (frog jumping)* “Does this picture show an animal that *scampers*?”
 - If you held your thumbs down like this, you are right! This picture does not show an animal that *scampers*; it shows a frog jumping. “The frog jumped high into the air, on his way from one lily pad to the next.”

Scampers Activity 2—Relating to Experience with Picture Supports

Now I am going to ask you some more questions about our magic word *scampers*. I will answer first and then you will each have a turn.

- *Picture 1 (puppies that scamper)*
 - (Hold up picture) The puppies in this picture are animals that scamper, or walk quickly and lightly. This picture reminds me of a puppy in my neighborhood, he scampers in his yard all day. (Remove picture.) Select a student and ask: Tell me about an animal you know that scampers. (Prompt as necessary.)
- *Picture 2 (chipmunk that scampers)*
 - (Hold up picture) In this picture we see a chipmunk that scampers, or walks quickly and lightly. This picture reminds me of a time when I was on a walk and saw a chipmunk scamper across the path I was walking on. (Remove picture.) Select a different student and ask: Tell me about a time when you saw something scamper while you were on a walk. (Prompt as necessary.)

- Picture 3 (mouse that *scampers*)
 - (Hold up picture) This is a picture of a mouse that scampers, or walks quickly and lightly. This picture reminds me of a time when I saw a mouse scamper across the floor in my house. (Remove picture.) Select a different student and ask: Tell me about a time that you saw an animal scamper. (Prompt as necessary.)

Everyone, what is the magic word that we have been talking about? (Students respond.) What does it mean? (Students respond.)

Tromp

Another word you learned in this story is *tromp*. Everybody say *tromp*. (Students respond.)

Tromp means to walk noisily and heavily. Everyone, say it with me: *tromp* means to walk noisily and heavily. (Students respond in unison.)

Look at this picture from the story, “They *tromp* through the woods for a fresh fruit snack.” The bear and mouse *tromp*, or walk noisily and heavily. What do the bear and mouse do? (Students respond.) Prompt students to answer in a complete sentence. Yes, *tromp*. Say it this way: “The bear and mouse *tromp*, or walk noisily and heavily.”

Tromp Activity 1—Picture Activity *Example/Nonexample*

Let us play a game about our magic word *tromp*. Does everyone remember how to use their thumbs up and thumbs down? (If students do not remember to hold up “Thumbs up” for yes answers and “Thumbs down” for no answers, review the directions for the group.)

Show the following pictures to the group:

- *Picture 1 (elephant)* “Does this picture show an elephant that can *tromp*?”
 - If you held your thumbs up like this, you are right! This picture shows an elephant that can *tromp*, or walk noisily and heavily. “The elephant *tromps* because he walks noisily.”
- *Picture 2 (whale swimming)* “Does this picture show an animal that can *tromp*?”
 - If you held your thumbs down like this, you are right! This picture does not show an animal that can *tromp*; a whale cannot *tromp* because it cannot walk! “The whale was swimming in the ocean.”

Tromp Activity 2—Relating to Experience with *Picture Supports*

Now I am going to ask you some more questions about our magic word *tromp*. I will answer first and then you will each have a turn.

- Picture 1 (running rhino)
 - (Hold up picture) The rhino in this picture *tromps*, or walks noisily and heavily. This picture reminds me of when I went on a safari and saw a rhino *tromp* across the ground. (Remove picture.) Select a student (be sure to rotate among students who were not called upon in last activity) and ask: Tell me about a time that you saw an animal *tromp*. (Prompt as necessary.)
- Picture 2 (hippo)
 - (Hold up picture) *The hippo in this picture can tromp, or walk noisily and heavily. This picture reminds me of when I saw a hippo at the zoo tromp across his pen to get to his food.* (Remove picture.) Select a different student and ask: *Tell me about an animal you have seen at the zoo that can tromp.* (Prompt as necessary.)
- Picture 3 (polar bear)
 - (Hold up picture) *In this picture, the polar bear tromps, or walks noisily and heavily. This picture reminds me of a time when I saw a polar bear on TV who tromped across the cold, snowy ground.* (Remove picture.) Select a different student and ask: *Tell me about a time when you saw a bear or other animal tromp.* (Prompt as necessary.)

Everyone, what is the magic word that we have been talking about? (Students respond.) What does it mean? (Students respond.)

Shore

One of the words we learned in this story is *shore*. Everybody say *shore*. (Students respond.)

If all students do not respond, say. . .

I did not hear all of our friends say the magic word; let us try that again, everybody say *shore*.

Shore means the land at the edge of the water. Everybody, say it with me, *shore* means the land at the edge of the water. (Students respond.)

Look at this picture from the story. “Bear tries to catch fish with his friends at the *shore*.” Bear sits at the *shore*, or the edge of the water. Where is Bear sitting? (Students respond. Prompt students to answer in a complete sentence.) Yes, at the *shore*. Say it this way: “Bear is sitting on the *shore*.”

Shore Activity 1—Puppet Activity *Example/Nonexample*

Let us play a game about our magic word *shore*. I will show you some puppets. If you think the puppet is near the *shore*, or the edge of the water, hold up your thumbs up like this. If the puppet is not by the *shore*, hold your thumbs down like this.

Show the following pictures to the group:

- Puppet 1 (Mouse by shore) “Is the mouse near the shore?”
 - If you held your thumbs up like this, you are right! This puppet is near the shore, or the edge of the water. “The mouse looked for berries by the shore.”
- Puppet 2 (Hare hopping on the table) “Does this show an animal near the shore?”
 - If you held your thumbs down like this, you are right! This puppet is not by the shore. “The hare hopped in the forest looking for something to eat.”

Individual Turns

Allow each student to put an animal near the shore simultaneously.

- “Everyone, put your animal by the shore.” (Continue until all students have put an animal by the shore. Have students show their neighbor their animal by the shore.)

Everyone, what is the magic word that we have been talking about? (Students respond.) What does it mean? (Students respond.) Collect puppets and props back from the students.

Shore Activity 2—Making Sentences with Puppet Support

Let us look at a *shore*, or land by the edge of the water. Everyone will have a turn to say something about the animals and the water using our magic word, *shore*.

Puppet 1—badger and shore.

My turn first. The badger stands at the *shore* and watches the fish swim. (Use a badger puppet and *shore* prop to model scenario.)

Puppet 2—raven and shore

“The Raven sat at the *shore* basking in the sun all day.” (Use raven puppet and shore prop to model scenario.)

Now it is your turn to *say something* about the animal and *shore* you have in front of you.

Have *each* student take turn making up a sentence using the puppet and *shore* props. Provide prompting as necessary.

Everyone, what is the magic word that we have been talking about? (Students respond.) What does it mean? (Students respond.)

Collect puppets and props back from the students.

Wedged

One of the words we learned in this story is *wedged*. Everybody say *wedged*. (Students respond.)

Wedged means stuck. Everybody, say it with me: *wedged* means stuck. (Students respond.)

Look at this picture from the story. “Bear is *wedged* in his front door.” Bear ate too much and now he is stuck in the front door to his home. What is Bear? (Students respond. Prompt students to answer in a complete sentence.) Yes, *wedged*. Say it this way: “Bear is *wedged* in the door to his lair.”

Wedged Activity 1—Puppet Activity Example/Nonexample

Let us play a game about our magic word *wedged*. Does everyone remember how to use their thumbs up and thumbs down? (If students do not remember to hold up “Thumbs up” for yes answers and “Thumbs down” for no answers, review the directions for the group.)

Act out the following scenes to the group:

- Puppet 1 (Act out mouse stuck in the hole in the tree.) “*Is the Mouse wedged?*”
 - If you held your thumbs up like this, you are right! The mouse tried to run away but he was *wedged* in the tree!
- Picture 2 (Act out badger walking in the forest.) “*Is this puppet wedged somewhere?*”
 - If you held your thumbs down like this, you are right! Badger is walking in the forest. He is not *wedged* anywhere because he is not stuck.

Individual Turns

Give each student a puppet. Allow the students to manipulate the materials simultaneously.

“Everyone, make your puppets look like they are *wedged* somewhere.” (Continue until all students have used a puppet to act out *wedged*.)

Everyone say the magic word we have been talking about. (Students respond.)

What does it mean? (Students respond.)

Collect puppets and props back from the students.

Wedged Activity 2—Making Sentences with Puppet Support

Let us look at some animals that are *wedged*, or stuck, in different places. Everyone will have a turn to say something about their animals using our magic word, *wedged*.

Puppet 1 – Bear stuck in a fence/tree/cave, etc.

My turn first. “Bear was *wedged* in the fence (tree, cave) after he tried to climb through it.” (Use bear puppet to act out bear stuck.)

Puppet 2 – Hare with her foot stuck in a hole.

“The hare could not hop because her foot was *wedged* in a hole.” (Use hare puppet and act out *wedged*.)

Now it's your turn to *say something* about your puppet using the magic word *wedged*.

Have *each* student take turn making up a sentence using the puppet as a prop. Provide prompting as necessary.

Everyone, what's the magic word that we have been talking about? (Students respond.)

What does it mean? (Students respond.)

Collect puppets and props back from students.

DAY 2 ACTIVITIES FOR TIER 2**Introduction**

(Show students cover of book) Remember when your teacher read this book and talked about some of the magic words that we found in the story? Now we are going to play some more games with a few of our magic words.

Scampers

One of the words we learned in this story is *scampers*. Everybody say *scampers*. (Students respond.)

Scampers means to walk quickly and lightly. Everybody, say it with me, *scampers* means to walk quickly and lightly (Students respond.)

Look at this picture from the story. “Mouse *scampers* by with his acorn pail.” Mouse *scampers*, or walks quickly and lightly. What does Mouse do? (Students respond. Prompt students to answer in a complete sentence.) Yes, *scampers*. Say it this way: “Mouse *scampers* by with his acorn pail.”

Scampers Activity 1—Puppet Activity Example/Nonexample

Let us play a game about our magic word *scampers*. I will show you some puppets. If you think the puppet *scampers*, or walks quickly and lightly, hold up your thumbs up like this. If the puppet does not *scamper*, hold up your thumbs down like this.

Show the following pictures to the group:

- *Puppet 1 (Mouse scampers)* “Does this show an animal as it *scampers*?”
 - If you held up your thumbs up like this, you are right! This mouse *scampers*, or walks quickly and lightly. “The mouse *scampers* along the floor.”
- *Puppet 2 (Hare hopping on the table)* “Does this show an animal as it *scampers*?”
 - If you put your thumbs down like this, you are right! This puppet is not *scampering*. It is hopping. “The hare hopped in the forest looking for something to eat.”

Individual Turns

Allow *each* student to make an animal *scamper* simultaneously.

“Everyone, show what your animal looks like when it *scampers*.” (Continue until all students are showing an animal as it *scampers*. Have students show their neighbor their animal as it *scampers*.)

Everyone, what is the magic word that we have been talking about? (Students respond.) What does it mean? (Students respond.)

Collect puppets and props back from the students.

Scampers Activity 2—Making Sentences with Puppet Support

Let us look at some animals *scamper*, or walk quickly and lightly. Everyone will have a turn to say something about the animals and how they walk using our magic word, *scampers*.

Puppet 1—raven and scampers

My turn first. The raven *scampers* away from the middle of the road when it sees a car is coming toward it. (Use a raven *on its feet* to show how he *scampers* across the road.)

Puppet 2—mouse and scampers

“The mouse likes to sniff around for food, but when she hears a noise she *scampers* away back to her mouse hole.” (Use mouse puppet to scamper.)

Now it's your turn to say something about the animal and how it *scampers* using the puppets you have in front of you.

Have *each* student take turn making up a sentence using the puppet and props. Provide prompting as necessary.

Everyone, what is the magic word that we have been talking about? (Students respond.) What does it mean? (Students respond.)

Collect puppets and props back from the students.

Tromp

One of the words we learned in this story is *tromp*. Everybody say *tromp*. (Students respond.)

Tromp means to walk noisily and heavily. Everybody, say it with me: *tromp* means to walk noisily and heavily. (Students respond.)

Look at this picture from the story, “They *tromp* through the woods for a fresh fruit snack.” The bear and mouse *tromp*, or walk noisily. What do the bear and mouse do? (Students respond.) Prompt students to answer in a complete sentence. Yes, *tromp*. Say it this way: “The bear and mouse *tromp*, or walk noisily and heavily.”

Tromp Activity 1—Puppet Activity *Example/Nonexample*

Let us play a game about our magic word *tromp*. Does everyone remember how to use their thumbs up and thumbs down? (If students do not remember to hold up “thumbs up” for yes answers and “thumbs down” for no answers, review the directions for the group.)

Act out the following scenes to the group:

- Puppet 1 (Act out bear as it walks with heavy feet.) “Is the bear showing how to tromp through the forest?”
 - If you held up your thumbs up like this, you are right! The bear was walking noisily with heavy feet, so it was tromping through the forest!”
- Picture 2 (Act out badger walking in the forest.) “Is this puppet showing how to tromp through the forest?”
 - If you held your thumbs down like this, you are right! This puppet is walking normally in the forest. It is not walking noisily or heavily so it is not tromping.

Individual Turns

Give each student a puppet. Allow the students to manipulate the materials simultaneously.

“Everyone, make your puppets look like they are *tromping* somewhere.” (Continue until all students have used a puppet to act out *tromp*.)

Everyone say the magic word we have been talking about. (Students respond.)

What does it mean? (Students respond.) Collect puppets and props back from the students.

Tromp Activity 2—Making Sentences with Puppet Support

Let us look at some animals as they *tromp*, or walk noisily. Everyone will have a turn to say something about their animals and the way they walk, using our magic word, *tromp*.

Puppet 1—bear tromping

My turn first. “I could hear the bear *tromp* around the forest because his heavy feet made so much noise.” (Use bear puppet to act out tromping.)

Puppet 2—badger tromp through campground forest

“Badger tromped through the forest looking for his friend Mole.” (Use badger puppet to act out walking noisily.)

Now it's your turn to say something about your puppet using the magic word *tromp*.

Have each student take turn making up a sentence using the puppet as a prop. Provide prompting as necessary.

Everyone, what is the magic word that we have been talking about? (Students respond.)

What does it mean? (Students respond.)

Collect puppets and props back from students.

Shore

One of the words we learned in this story is *shore*. Everybody say *shore*. (Students respond.)

Shore means the land by the edge of the water. Everybody say it with me, *shore* means the land by the edge of the water. (Students respond.)

Look at this picture from the story. “Bear tries to catch fish at the *shore*.” Bear sits at the *shore*, or the land at the edge of the water. Where is Bear sitting? (Students respond in unison. Prompt students to answer in a complete sentence.) Yes, at the *shore*. Say it this way: “Bear is sitting on the *shore*.”

Shore Activity 1—Picture Activity *Example/Nonexample*

Let us play a game about our magic word *shore*. I will show you some pictures. If you think the picture shows a *shore*, or land by the edge of the water, show me your thumbs up. If the picture does not show a *shore*, show me your thumbs down.

Show the following pictures to the group:

- Picture 1 (white sand shore) “Does this picture show a shore?”
 - If you held your thumbs up like this, you are right! This picture shows a *shore*, or land by the edge of the water. “The lovely white sand beach made a beautiful *shore* at the edge of the crystal clear water.”
- Picture 2 (hippo in the water) “Does this picture show a shore?”
 - If you held your thumbs down like this, you are right! This picture does not show a shore; it shows a hippo in the water. It does not show a shore because it does not show the land by the edge of the water. “The hippo was in the water, cooling off from the hot sun.”

Scampers Activity 2—Relating to Experience with Picture Supports

Now I am going to ask you some more questions about our magic word *shore*. I will answer first and then you will each have a turn.

- Picture 1 (resort picture)
 - (Hold up picture) *This picture shows a beautiful shore in a state called Hawaii.* This picture

reminds of a time I went on vacation to the beach and laid on the *shore* in the sun after swimming. (remove picture) Select a student and ask: *Tell me about a time you saw a shore.* (Prompt as necessary.)

- *Picture 2 (Walden pond)*
 - (Hold up picture) This is a picture of a pond with a man standing on the shore. This picture reminds me of a time when I was on a walk near a pond and saw people having a picnic on the shore. (remove picture) Select a different student and ask: Tell me about a time when you saw someone at a shore. (Prompt as necessary.)
- *Picture 3 (Wyoming lake)*
 - (Hold up picture) This is a picture of a lake that has a grassy shore. This picture reminds me of a time when my friend sent a picture of a beautiful grassy shore at a lake. (remove picture) Select a different student and ask: Tell me about a time that you saw a picture of a shore. (Prompt as necessary.)

Everyone, what is the magic word that we have been talking about? (Students respond.) What does it mean? (Students respond.)

Wedged

Another word you learned in this story is *wedged*. Everybody say *wedged*. (Students respond.)

Wedged means stuck. Everybody, say it with me: *wedged* means stuck. (Students respond.)

Look at this picture from the story. “Bear is *wedged* in his front door.” Bear ate too much and now he is stuck in the front door to his home. What is Bear? (Students respond. Prompt students to answer in a complete sentence.) Yes, *wedged*. Say it this way: “Bear is *wedged* in the door to his lair.”

Wedged Activity 1—Picture Activity Example/Nonexample

Let us play a game about our magic word wedged. Does everyone remember how to use their thumbs up and thumbs down? (If students do not remember to hold up “Thumbs up” for yes answers and “Thumbs down” for no answers, review the directions for the group.)

Show the following pictures to the group:

- *Picture 1 (duck)* “Does this picture show an animal who is *wedged*?”

- If you held your thumbs up like this, you are right! This picture shows a duck who is *wedged* or stuck. “The duck is *wedged* between the farmer’s legs.”

- *Picture 2 (girl on ice slide)* “Does this picture show a person who is *wedged*?”
 - If you held your thumbs down like this, you are right! This picture does not show a person who is *wedged*; it shows a little girl sitting. “The little girl sat on the ice slide and smiled for the camera.”

Wedged Activity 2—Relating to Experience with Picture Supports

Now I am going to ask you some more questions about our magic word *wedged*. I will answer first and then you will each have a turn.

- *Picture 1 (koala bear in tree)*
 - (Hold up picture) The koala bear in this picture is *wedged* or stuck between two branches. This picture reminds me of when I went to the zoo and saw a monkey *wedged* between two branches of a tree. (remove picture) Select a student (be sure to rotate among students who were not called upon in last activity) and ask: Tell me about a time that you saw an animal that was *wedged*. (Prompt as necessary.)
- *Picture 2 (cat wedged between couches)*
 - (Hold up picture) The cat in this picture is *wedged*, or stuck between two couches. This picture reminds me of when I saw my cat *wedged* between the back of the couch and the wall. (remove picture) Select a different student and ask: Tell me about a time that you saw a pet or another animal *wedged* somewhere. (Prompt as necessary.)
- *Picture 3 (tractor trailer)*
 - (Hold up picture) In this picture, the truck is wedged in the tunnel. This picture reminds me of a time when I saw truck get wedged under a bridge when I was driving on the highway. (remove picture) Select a different student and ask: Tell me about a time when you saw something wedged. (Prompt as necessary.)

Everyone, what is the magic word that we have been talking about? (Students respond.) What does it mean? (Students respond.)

About the Authors

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